



STATE OF MICHIGAN

MICHIGAN

DEVELOPMENTAL DISABILITIES COUNCIL

LANSING

Jennifer M. Granholm  
GOVERNOR

ANDRE ROBINSON  
CHAIRPERSON  
VENDELLA M. COLLINS  
EXECUTIVE DIRECTOR

October 7, 2008

Dear Colleague:

Attached is the Michigan Developmental Disabilities Council's (DD Council's) Request for Proposals (RFP) package for two grant projects:

**2009.A.1** Minority Family Support to Improve Education Outcomes

**2009.A.2** Cross-Project Evaluation of Minority Family Support to Improve Education Outcomes

Copies of the RFP, proposal forms and instructions, and *Information and Tools for RFP Package 2009.A* are available on the Council's web site, [www.michigan.gov/ddcouncil](http://www.michigan.gov/ddcouncil). To get a hardcopy, call (517) 334-6123 or email [ddcouncilgrants@michigan.gov](mailto:ddcouncilgrants@michigan.gov).

2009.A.1 is for local projects, which require RICC review. Applicants must notify their local RICC, by December 1, 2008, of their intent to submit a proposal. 2009.A.2 is a state-level project, which does not require RICC review. The deadline for receipt of all proposals *in the Council office* is 2:30 p.m. on December 15, 2008.

The Bidders' Conference for those interested in responding to this RFP package will be November 5, 2008 at 1:30 p.m. in the Conference Room at the DD Council office, 1033 S. Washington Avenue, 3<sup>rd</sup> floor; Lansing, Michigan 48910 (A map is available on the web site or from the office). Section III.B.1. of the RFP package provides more detail on the Bidders' Conference. Attendance is optional, but we recommend it for first-time applicants.

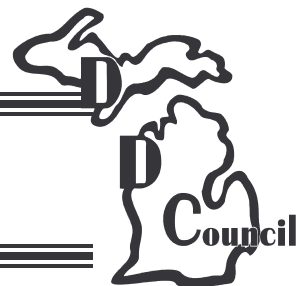
For questions about this RFP or the Bidders' Conferences, contact:  
Cheryl Trommater: (517) 334-7023 or [Trommater@michigan.gov](mailto:Trommater@michigan.gov);

Sincerely,

Vendela M. Collins, Executive Director

Attachment





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# Requests for Proposals:

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## **Package 2009.A:**

Projects to carry out goals and objectives in the *Michigan 5-Year State Plan for Developmental Disabilities*, October 1, 2001 to September 30, 2006 in accordance with federal P.L. 106-402, the *Developmental Disabilities Assistance and Bill of Rights Act of 2000*, as amended.

### **2009.A.1. Minority Family Support to Improve Education Outcomes**

### **2009.A.2. Cross-Project Evaluation of Minority Family Support to Improve Education Outcomes**

To develop a grant proposal, you will also need:

- Proposal Development Forms and Instructions, and
- *Information and Tools for 2009.A.*

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This package, and all forms, instructions, and other information for developing a proposal, are available on the DD Council's web site:

**[www.michigan.gov/ddcouncil](http://www.michigan.gov/ddcouncil)**

Information files are in Adobe Acrobat (pdf) format, and forms are in Microsoft Word. Hard copy or electronic files are also available by request from the Council office: [ddcouncilgrants@michigan.gov](mailto:ddcouncilgrants@michigan.gov) or (517) 334-6123. Ask for RFP Package 2009.A.

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## **Large-print versions of all documents and information are available on request.**



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## Other Materials

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To develop a grant proposal in response to this RFP, you need the following. All are available on our web site or from the DD Council office:

- A. Proposal Development Forms and Instructions
- B. *Information and Tools for RFP Package 2009.A*: Material for use in developing a DD Council grant proposal



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# Section I. The DD Council and Its Grants.

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## A. Purpose of the DD Council's Grants Program.

1. Principles. P.L. 106-402, the *Developmental Disabilities Assistance and Bill of Rights Act of 2000* (the DD Act) establishes state

The DD Council's Mission is:

**To support people with developmental disabilities to achieve life dreams.**

developmental disabilities councils and regulates their operations. The Michigan DD Council's *Five-Year Strategic State Plan* sets the Council's goals and objectives. The Council is a systems advocate and uses its grants program as one tool to promote systems change, to better support the aspirations of

people with DD. In all of its work, the DD Council supports self-determination and community inclusion and participation for people with developmental disabilities and their families.

2. Strategy. The DD Council has a small budget with which to influence a complex system. In all of its work, it emphasizes strategies that:

a. Use extensive collaboration to achieve systems level outcomes;

b. Address changing policies and programs in

ways that support self-determination and inclusion;

c. Use project resources to leverage funds from the community and the services system;

d. Focus on concrete outcomes for people with DD, their families and communities; and

e. Plan from the start for sustainable results.

DD Council grant projects support

- Self-Determination; and
- Community Inclusion and Participation for people with DD and their families.

Council-funded projects may not operate in segregated, "disability-only" settings

## B. RICC Review.

1. Proposals for local projects (including those for 2009.A.1, Minority Family Support to Improve Education Outcomes) must provide review copies to the Regional Interagency Consumer Committee (RICC) in the area where the project would operate. Applicants must notify their RICC by December 1, 2008 of their intent to submit a proposal. Then, five copies of the proposal are due to the RICC at the same deadline as those sent to the DD Council office.
2. Proposals for state-level projects (including those for 2009.A.2, Cross-Project Evaluation of Minority Family Support to Improve Education Outcomes), do **NOT** require RICC review.

## C. The DD Council's Target Population.

The DD Act defines the term “developmental disability” as:

- “A severe, chronic disability of a person 5 years of age or older which:
- A. Is attributable to a mental or physical impairment or combination of mental and physical impairments;
  - B. Is manifested before the person attains age twenty-two;
  - C. Is likely to continue indefinitely;
  - D. Results in substantial functional limitations in three or more of the following areas of major life activity:
    - i. self-care; ii. receptive and expressive language; iii. learning; iv. mobility;
    - v. self-direction; vi. capacity for independent living; or
    - vii. economic self-sufficiency; and
  - E. Reflects the person's need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and individually planned and coordinated;

**Except** that such term, when applied to infants and young children means individuals from birth to age 5, inclusive, who have substantial developmental delay or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided”

The Council may set more specific targets for particular projects.  
See “Section II: Project Specifications.”



## D. Submitting Proposals.

1. Forms: Forms and instructions for writing a proposal are available on the Council's web site, [www.michigan.gov/ddcouncil](http://www.michigan.gov/ddcouncil), or from the Council office.
2. Copies: Fifteen (15) copies of a completed proposal for projects in this package must reach the DD Council office by the response date given below.
3. Response Date: Proposals must be in the Council office by 2:30 p.m. on December 15, 2008.

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If your organization has never had a contract with the State of Michigan, you must register it as a vendor before we can issue a grant to it. See *Information and Tools for RFP Package 2009.A* for more information about registering.  
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4. Council Address: The DD Council office's address is:

**Michigan Developmental Disabilities Council  
1033 S. Washington Ave.  
Lansing, Michigan 48910.**

For a map to the office, email [ddcouncilgrants@michigan.gov](mailto:ddcouncilgrants@michigan.gov).

Please Note: Some other Council items are mailed to the Lewis Cass Building, but grant proposals must be sent directly to the address above.

**Do NOT send or take a grant proposal to the Lewis Cass Building!**

## E. Incurring Costs.

The Michigan Developmental Disabilities Council and the Michigan Department of Community Health, its designated administering agency, are not liable for costs incurred before issuing a contract.

## F. Rejection of Proposals.

The Michigan Developmental Disabilities Council reserves the right to reject proposals received because of this RFP, or to negotiate separately with any source. The State does not intend to award a grant solely based on this request or to pay for information solicited or obtained.

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## Section II. Project Specifications.

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### **A. General Requirements:** All DD Council grant projects must:

1. Assure participation by people with disabilities and their families,

A DD Council grant project must foster participation by people with developmental disabilities and their families in planning, doing and evaluating the project.

including those in minority and culturally distinct populations, in developing, operating and evaluating the project. All DD Council grant proposals must describe:

- a. How people with DD and family members, including minority representatives, took part in developing the proposal;

It is the Michigan Developmental Disabilities Council's policy to recognize and support the needs of minorities and culturally diverse populations in all goal activities.

- b. How people with DD and family members, including those in minority and culturally diverse populations,

will take part in planning, doing and evaluating the project;

- c. How the project will do minority outreach, to assure diversity among participants; and

- d. Plans for developing, executing and evaluating it with cultural sensitivity, to meet diverse needs.

2. Evaluate the project's activities and accomplishments. This includes assessing concrete outcomes in the lives of participants, an annual consumer satisfaction survey, and use of survey responses and other assessments to improve the project. Proposals must list outcome indicators and describe data collection planned for assessing the project's success in reaching the Council's targeted outcomes, (below under "Outcomes and Outcome Indicators.)"

3. Provide for sustainability of project outcomes beyond the grant period. Proposals must describe how the project will assure that capacity developed under a grant project continues and how

innovations, awareness, needed activities and other progress will be sustained after the end of the grant. The sustainability checklist in the *Information and Tools for RFP Package 2009.A* may help you think about this part of your proposal.

4. Develop Products. All DD Council grant projects must develop and submit:

**Monthly:** Financial status reports.

**Quarterly:** (every 3 months): Program progress reports reflecting progress indicators in the project plan, including data on outcomes and indicators specified by this RFP.

**By the end of Quarter 2:** (6 months) Dissemination capacity appropriate to the size of the project, including ability to provide workshops at conferences about disability issues and/or the project's specific subject, to include:

- a. A tabletop poster display conveying the broad elements of what the project has done and learned. Projects that have been in operation for six months or more must have a poster display at the Council's annual dissemination conference, and capacity to provide poster displays at other conferences and seminars concerned with disability issues and/or the project's specific subject area.
- b. Capacity for a workshop presentation on what the project has learned, adaptable to specific venues. Include project customers as presenters wherever possible and appropriate. Several grant projects each year will (on request) present one-hour workshops at the Council's annual conference.

**Annually** by October 15 of each calendar year in which the project is active: A summary report of the project's achievements during the fiscal year, including:

- a. Description of how the project met the outcome indicators specified in the Council's state plan, in this Request for Proposals and in the grant contract.
- b. Description of data or information generated by the project that might educate policymakers and others about the effectiveness of grant project activity; including participant

demographics, and aggregation of data on outcomes and indicators for the year and project to date.

- c. Evaluation of the project's progress toward achieving its objectives, including report on consumer satisfaction and any other assessment(s) specified by the RFP and/or the project's workplan.
- d. A summary description of how people with disabilities and their families participated in planning, implementing and evaluating the project.
- e. Summary of progress toward assuring the sustainability of the project beyond the grant period. (See *Information and Tools for 2009.A* for a sustainability checklist.)
- f. Copies of project products, including flyers, informational or advocacy documents, videos, or other products used by the project in carrying out its work.
- g. Any additional products required by the RFP in "Product-Specific Requirements," below.

5. Dissemination. Proposals must describe how the project will disseminate

information and products developed by the project, in a variety of media and in alternative formats as appropriate, to help others interested in

Use the "Summary of Assurances@ in the *Proposal Package* (Attachment 1) to describe how your project would address each general requirement and to direct reviewers to the relevant parts of the project workplan.

addressing similar issues, to broaden the influence of project outcomes and to increase awareness among decision makers and community members about the effectiveness of grant project activity.

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## B. Project-Specific Requirements:

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Detail on projects to address objectives in the DD Council's 5-Year Strategic Plan.

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### RFP #2009.A.1 Minority Family Support to Improve Education Outcomes

#### Background and Problem

- A. According to the U.S. Census, Michigan is the most segregated state in the nation. Five of the 25 most racially segregated metropolitan regions in America – Detroit, Saginaw, Flint, Benton Harbor, and Muskegon – are in Michigan. Two more Michigan metropolitan regions – Grand Rapids and Jackson – almost made the top 25. [*The Detroit News*, February 15, 2006.]
- B. A 2006 Michigan State University study finds that close to 75 percent of black students in Michigan attend segregated schools – defined as schools that are more than 80 percent black. [*How Segregated are Michigan's Schools? Changes in Enrollment from 1992-93 to 2004-05*. Policy Report 27. Education Policy Center. Michigan State University.]
- C. In Michigan, minority students with disabilities have lower achievement scores, low parent involvement, and over-representation among those receiving special education services. [LeRoy, B. & Kulik, N. (2003). *Who's There? students in inclusive education settings*. TASH Connections, 29(10), 273-280.]

**Purpose.** To improve educational services, retention, and postsecondary outcomes for minority students with disabilities, emphasizing students ages 3 to 26. Fund minority family support programs to help families to:

- Find their way through the educational services available for their students with disabilities (emphasizing ages 3 to 26);
- Assure that their students with developmental disabilities receive the educational services they need; and
- Become active participants in their students' educational experiences.

**Target Population.** Section I.C., above, defines the DD Council's primary target population. In addition, this RFP specifically targets families of students with developmental disabilities, and youth and young children with developmental disabilities (emphasizing those ages 3 to 26) who are members of minority groups as defined by race, culture, and/or economics.

**Project Activities.** Projects in minority communities will create support programs that will:

**A.** Support and assist at least 20 families per year with:

1. Understanding the developmental and educational needs of their students with disabilities;
2. Taking active part in their students' educational experiences;
3. Finding their way through the educational services available for their students with developmental disabilities (emphasizing students age 3 to 26) and assuring that those students get:
  - a. Better Individualized Education Plans (IEPs), as measured by the indicators referenced under "Outcomes and Outcome Indicators;"
  - b. Appropriate special education supports and services; and
  - c. Placements in inclusive general educational settings that support students' ability participate fully in their communities.
  - d. For students with developmental disabilities over age 14, transition plans with all the required elements.

**B.** Use native languages and culturally appropriate activities to provide families and students with disabilities with:

1. Information and referral,
2. Training,
3. Mentoring, and
4. Individual assistance.

Build on the work of education initiatives such as *Everyone Together*, *Early Childhood*, *Positive Behavioral Supports* and *Universal Education*.

**C.** Participate in a cross-program network among project communities to share resources, experiences, and activities (e.g., speakers, conferences, train-the-trainer events).

**D.** Comply with cross-project evaluation requirements.



**Outcomes and Outcome Indicators.** Proposals must show how the proposed project(s) would achieve:

**ED.8.a.1** Increased involvement of minority families with their schools, as measured by the families' own reports.

**ED.8.a.1** Minority families' increased satisfaction with their child's educational program, as measured by the families' own reports.

**ED.8.c.1** Minority youth in funded communities have improved IEPs, as measured by:

A. More IEP meetings where all the people who are required and needed are present;

B. More IEPs that include measurable goals and are:

1. Functional, i.e., address the routine activities of everyday living;
2. Goal oriented, i.e., with all activities relating to the students' goals;
3. Focused on building the skills that will enable students to access the general education curriculum; and
4. Community referenced, i.e., address practical outcomes in adult life, like independent living, community participation, and employment.

C. Educational services are provided as specified in the IEPs; and

**ED.8.c.3** Minority youth, in the projects that serve older students, achieve desired and functional post-secondary outcomes, e.g., graduation; continued education; job; own living arrangement.

**Products:** In addition to products listed in "General Requirements," above, a proposal for *Minority Family Support to Improve Education Outcomes* must describe how the project will develop descriptions of effective practices that will be useful to other communities interested in replicating the project's achievements. Each project will contribute these descriptions to a joint "Best Practices" document that will be coordinated by the *Cross-Project Evaluation of Minority Family Support to Improve Education Outcomes*.

**Other Requirements:** A proposal for *Minority Family Support to Improve Education Outcomes* must also:

- A.** Specify the school district(s) or other entities (local and/or ISD) the project plans to work with; and describe how the project will work with them.
- B.** Specify the age groups the project will target.
- C.** Include a specific plan, or a description of a process already in place, to assure protection of confidentiality.
- D.** Letters of support that include concrete specifics about:
  - 1. The letter-writer's experience with the applicant's previous training experience, collaborative work, community organizing work, and/or work with special education services, and
  - 2. What the supporting organization or individual commits to do and/or provide to support the proposed project.

**Eligible Applicants:** Community organizations (or a coalition of organizations) with experience in family support, community organizing, and working with schools. The lead agency must be a private non-profit organization, institution of higher education, or government agency. The applicant must show that the applicant has:

- A.** Access to the skills and experience needed to carry out the proposed project, including:
  - 1. Knowledge of and experience with working with people from diverse cultures and minority groups.
  - 2. Experience and expertise in providing training and technical assistance to a wide variety of audiences, including adult learners from diverse populations.
  - 3. Broad based skills and experience with community organizing, community coalition building and collaborative planning.
- B.** Experience with, understanding of, and commitment to, self-determination (including children's emerging self-determination) and community inclusion for people with DD and their families;
- C.** Substantial support from the people and organizations in their community whose help can assure the project's success.

**Project Period:** 3 years starting April 2009.

**Project Budget:** The Council anticipates having:



**Federal:** Up to \$210,000 per year for 3 years, to be divided among 3 local projects.

**Match:** Each project will be required to provide 25%, or  $\frac{1}{4}$  of the total project budget (equal to 33.33%, or  $\frac{1}{3}$  of the federal amount) in state, local or private match funds (cash or in-kind).  
See "Section IV: Matching Requirements."

**Allocation:** The funds will be allocated as follows:

	Year 1 (4-6 project months)	Year 2	Year 3	Year 4 (7-9 project months)
Total Allocation	\$87,500	\$210,000	\$210,000	\$122,500
Federal amount per project	\$29,167	\$70,000	\$70,000	\$ 40,833
Match amount per project	\$ 9,722	\$23,333	\$23,333	\$ 13,611

**Review Criteria:** See table on next page.

<b>Review Criteria: Minority Family Support to Improve Education Outcomes</b>		Possible Score	Review Score
<b>Professional and organizational capacity and commitment:</b>			
<p>Evidence of knowledge and understanding, and of access to expertise about:</p> <ul style="list-style-type: none"> <li>• Special Education, including how to get eligibility and appropriate services and supports;</li> <li>• Inclusion, choice and self-determination for students with disabilities, including those who have the highest support needs, in general educational settings and activities;</li> <li>• Community organizing and developing support groups and other voluntary organizations;</li> <li>• Working with people from minority groups and diverse cultures, including using translators, interpreters and alternative formats.</li> </ul>	20		
<p><b>This proposal demonstrates the applicant's ability to:</b></p> <ul style="list-style-type: none"> <li>• Understand and work with Michigan schools on inclusion and self-determination;</li> <li>• Provide culturally appropriate supports for diverse parents; and</li> <li>• Support parents in navigating special education and getting the right services for students.</li> </ul>			
<p>Evidence of capacity to provide training and develop products that make information and advocacy available in ways that are culturally appropriate and sensitive to the needs of minorities and of people with disabilities, including those who have the highest support needs.</p>	15		
<p><b>This group can:</b></p> <ul style="list-style-type: none"> <li>• Do the training and support needed for this project,</li> <li>• Turn out products and reports that are accurate and useful, and</li> <li>• Help parents get what their students need from the system.</li> </ul>			
<p>Evidence of capacity, ability and experience with building and supporting collaboration among community agencies and linking people with services and other resources.</p>	15		
<p><b>This proposal has:</b></p> <ul style="list-style-type: none"> <li>• Evidence that the applicant has understanding, ability and connections to make this project work; and</li> <li>• Plans and letters of support that make that clear.</li> </ul>			
<b>Quality of the proposal and its responsiveness to this RFP.</b>			
<p>High quality workplan and evaluation. Clear, concrete outcomes and indicators that can fulfill RFP objectives. Addresses RFP requirements in detail, and assures sustainability.</p>	17		
<ul style="list-style-type: none"> <li>• The steps proposed will do what the RFP intends: The project will improve educational services and outcomes for minority children with developmental disabilities.</li> <li>• Outcomes and indicators are clear and understandable and will measure project progress accurately. Achieving them will fulfill the Council's intent.</li> </ul>			
<p>Evidence of knowing the RFP and responding to its requirements, including compatibility with the Council's philosophy and values, and a sensible, practical budget.</p>	18		
<ul style="list-style-type: none"> <li>• The proposal faces the problems posed by the RFP and meets the requirements. The project will serve the Council's target population and achieve the targeted outcomes.</li> <li>• The budget shows clearly how the project would pay for its activities. Costs are reasonable, neither too high for the scope of the project nor too low to cover the work needed.</li> </ul>			
<p>Evidence that people with disabilities and their families, including minorities, helped develop the proposal and will help plan, carry out and evaluate the project.</p>	15		
<ul style="list-style-type: none"> <li>• The proposal states directly that people with disabilities, family members and minorities took part in developing the proposal; and it describes their meaningful contributions.</li> <li>• It shows how they will take part in running and evaluating the project in meaningful ways.</li> <li>• Their participation is real and important, not "tokenism," perfunctory or disrespectful.</li> </ul>			
<b>Potential Score</b>	<b>100</b>		

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## **RFP #2009.A.2 Cross-Project Evaluation of “Minority Family Support to Improve Education Outcomes”**

**Purpose.** Evaluate the demonstration projects in *Minority Family Support to Improve Education Outcomes*. Provide formative and summative evaluation across the projects, developing information that:

- A.** Assists the projects in improving their operations;
- B.** Involves consumers, students and family members who are participating in the local projects in every aspect of the evaluation, including:
  - 1. Suggesting cross-project indicators and outcomes and meaningful measures of program success;
  - 2. Developing important evaluation questions;
  - 3. Collecting data (for example, interviewing others regarding services they use), entering it into a database, and analyzing it;
  - 4. Interpreting evaluation findings and identifying the implications of those results; and
  - 5. Developing reports and presenting findings to key stakeholders.
- C.** Assesses the projects’ processes, specifically the degree to which they are implementing the program specified in RFP #2009.A.1;
- D.** Evaluates the projects’ outcomes and analyzes the factors associated with achieving the targeted outcomes;
- E.** Allows the Council to compare the effects of different approaches in different communities;
- F.** Is suitable for dissemination to others interested in developing similar programs.

**Target Population.** Section I.C., above, defines the DD Council’s primary target population. This RFP specifically targets demonstration projects participating in “Minority Family Support to Improve Education Outcomes,” the DD Council, DD Council staff, policymakers, funding agencies, special education programs and providers of family support for families of people with DD. It also targets special education students and their families.

**Project Activities.** A proposal for *Cross-Project Evaluation of Minority Family Support to Improve Education Outcomes* must show how the proposed project would evaluate the *Minority Family Support to Improve Education Outcomes* projects described under RFP #2009.A.1, above, using an evaluation design that includes:

- A. Involves consumers, students and family members who are participating in the local projects, in every aspect of the evaluation, as described in “Purpose,” Item B, above.
- B. Help to the projects in improving their internal evaluation and workplan.
- C. A process, that includes consumers and local project staff, for setting outcome indicators and developing common data elements, to enable aggregation of information across projects;
- D. Assessment of each pilot’s process for implementing the requirements specified in RFP #2009.A.1, above.
- E. Assessment of each pilot’s results, in terms of the measures set in RFP #2009.A.1 and the measures devised by the evaluation team.
- F. Comparison of project designs and methods, and their relationships with outcomes and participant satisfaction.
- G. Quarterly formative feedback to projects to improve model development and participant outcomes.
- H. Quarterly round-table meetings of the pilots’ project directors with the evaluation team, planned and carried out by the evaluation project. The meetings should:
  - a. Provide for discussion and exchange of information among the project directors; and
  - b. Enable the evaluation and grants management staff to meet with each project for feedback and problem solving.
- I. Reports to the Council, including:
  - a. Data analysis and recommendations on:
    - ◆ Project activities,
    - ◆ Future Council planning efforts, and
    - ◆ Implications for positive systems change in education.

- b. Reports suitable for dissemination that can be used by:
  - ◆ Participating projects,
  - ◆ Other communities interested in improving special education services and outcomes, and satisfaction with special education for people with developmental disabilities in their areas, and
  - ◆ The Council in planning its future education efforts.
- I. Routine feedback to and communication with the Education Work Group, to provide the Work Group with information and opportunities to support the pilots and evaluation.

**Outcomes and Outcome Indicators.** Proposals must show how the proposed project would achieve:

- A.** Development and implementation of the evaluation design.
- B.** Development and dissemination of recommendations that can be used by participating projects, by the Council in future planning, and by others interested in developing similar programs.
- C.** Information provided to critical stakeholders about education and family support issues for minority students with disabilities and their families.
- D.** Projects' improved ability to support and achieve the desired outcomes for students in special education and their families;
- E.** The DD Council's increased understanding of how to support and advocate for:
  - 1. Improved family support for families of minority special education students; and
  - 2. Improved IEPs and better education services and outcomes for minority special education students.
- F.** Documentation of the local projects' positive outcomes of family support for families of minority students with developmental disabilities, including:
  - 1. Increased involvement of minority families with their schools;
  - 2. Minority families' increased satisfaction with their students' educational program;
  - 3. Improved IEPs for minority youth in the projects;
  - 4. More minority youth in the projects stay in educational programs throughout their years of eligibility;

5. More minority youth in the projects achieve desired and functional post-secondary outcomes, e.g., graduation, continued education, job, own living arrangement.

**Products:** In addition to products listed in “General Requirements,” above, the evaluation project will provide:

- A.** Quarterly, feedback to the projects and reports to the grants manager on the pilots’ status on timelines, targets and outcomes.
- B.** Successive drafts of a report that will include:
  1. In cooperation with the local projects, descriptions of effective practices that will be useful to other communities interested in replicating the project’s achievements. Each project will contribute these descriptions to a joint “Best Practices” document that will be coordinated by the *Cross-Project Evaluation of Minority Family Support to Improve Education Outcomes*.
  2. The evaluation report on the overall impact of the pilots and their outcomes for people with developmental disabilities and their families, special education programs, and communities.
- C.** This report will be submitted as follows:
  1. At eighteen months (half-way through the project), description of the pilots’ methods and approaches, with:
    - a. Comparison of projects’ initial outcomes across models, and
    - b. Analysis of how differences in the projects’ methods and approaches, and differences in their communities, relate to their achievement of their targeted outcomes; and
    - c. Preliminary description of effective practices identified by the projects.
  2. Final report on the comparative impacts of the pilots on minority special education students and their families, participating special education programs, and community agencies, including:
    - a. Recommendations for project communities, for sustaining what the projects accomplished,
    - b. Recommendations for future Council activities, including advocacy about special education and future education-related grant projects; and
    - c. The completed “Best Practices” document developed in collaboration with the community projects.



**D.** Oral reports on request to the Council, its workgroups and committees.

**Other Requirements:** A proposal for Cross-Project Evaluation of Minority Family Support to Improve Education Outcomes must also include:

- A.** Letters of support that include concrete specifics about the letter-writer's experience with the applicant's previous collaborative and evaluation work, and
- B.** Examples of the applicant's products from similar projects. Examples should be brief ones, e.g., executive summaries, extracts, etc.

**Eligible Applicants:** Private non-profit organizations, institutions of higher education and government agencies that have:

- A.** Access to the skills and experience needed to carry out the proposed project, including knowledge of and experience with:
  - 1. Formative and summative evaluation, including:
    - a. Evaluation in community based advocacy and services efforts;
    - b. Evaluation in special education programs; and
    - c. Comparative analysis of projects demonstrating similar models in different communities; and
  - 2. Understanding of community-based services and supports for people with DD.
- B.** Understanding of special education programs and universal education.
- C.** Experience with, understanding of, and commitment to self-determination and community inclusion for people with DD and their families.

**Project Period:** 3 years starting April 2009.

**Project Budget:** The Council anticipates having:

**Federal:** Up to \$30,000 per year for 3 years, for 1 state-level project.

**Match:** No match is required for this state-level project. See "Section IV: Matching Requirements."

Year 1 (partial)	Year 2	Year 3	Year 4 (partial)
\$12,500	\$30,000	\$30,000	\$17,499

**Review Criteria:** See table on next page.

## Review Criteria: Cross-Project Evaluation of Minority Family Support to Improve Education Outcomes

Professional and organizational capacity and commitment:	Possible Score	Review Score
<p>Evidence of knowledge and understanding, and of access to expertise about:</p> <ul style="list-style-type: none"> <li>Formative and summative evaluation methods, and using them to help improve project performance and to inform program and policy advocacy;</li> <li>Inclusion, choice and self-determination for students with disabilities, including those who have the highest support needs;</li> <li>Michigan school programs — How they are funded, regulated and operated;</li> <li>Community organizing and providing family support.</li> </ul> <p>→ This proposal demonstrates the applicant agency's ability to:</p> <ul style="list-style-type: none"> <li>Carry out effective evaluation;</li> <li>Understand and work with inclusion and self-determination in Michigan schools; and</li> <li>Understand and assess ways to provide family support.</li> </ul>	20	
<p>Capacity to collect, compile, analyze and present data and to develop useful systems change strategies and products that make advocacy information available to others.</p> <p>→ This group can do the evaluation needed for this project, turn out data and reports that are accurate and useful, and work out good ideas for improving the system.</p>	15	
<p>Evidence of access to the communication skills needed to convey complex technical data to all stakeholders in ways that are sensitive to the needs of people with disabilities, including those who have the highest support needs, and of minorities.</p> <p>→ This applicant has the understanding and capability to make this project work. The proposal includes plans and letters of support that make that clear.</p>	15	
<b>Quality of the proposal and its responsiveness to this RFP.</b>		
<p>Quality of the workplan and evaluation. Clarity and concreteness of the outcomes and indicators. Addresses RFP requirements competently and thoroughly.</p> <p>→ The steps proposed would accomplish what the RFP intends.</p> <p>→ The outcomes and indicators are clear and understandable and will measure progress accurately. Achieving them will accomplish the Council's intent.</p>	17	
<p>Evidence of understanding the RFP and responding to its requirements, including accord with the Council's values and practical, achievable budget.</p> <p>→ They realistically confront the RFP's problems and meet its requirements. The project will achieve its outcomes and provide useful products.</p> <p>→ The budget shows clearly how they would pay for their activities. Costs are realistic, neither too high for the project scope nor too low to cover the work.</p>	18	
<p>Evidence that people with disabilities and their families, including minorities and culturally distinct populations, helped develop the proposal and will help plan, carry out and evaluate the project.</p> <p>→ The proposal states that people with disabilities, family members and minorities helped develop the proposal; and it describes their meaningful contributions.</p> <p>→ It explains how they will take serious part in running and evaluating the project.</p> <p>→ Their participation is genuine and important, not "tokenism," or perfunctory.</p>	15	
<b>Potential Score</b>	<b>100</b>	



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## Section III. Proposal Review Process

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### A. Proposal Review.

The Developmental Disabilities Council's Executive Director or his or her designee appoints a panel of reviewers for each RFP initiative. Reviewers include people with disabilities, family members and other experts in the area to be addressed. They also represent various parts of Michigan and minority and culturally diverse populations. The panel reviews and ranks proposals according to the criteria listed in "Section II. Project Specifications," using the Review Criteria for the relevant RFP (See *Section II*, above), and makes recommendations for the Council's award decisions.

### B. Assistance and Information for Potential Bidders.

1. The Bidders' Conference will be November 5, 2008 starting at 1:30 p.m. in the DD Council Conference Room, 1033 S. Washington, 3<sup>rd</sup> floor; Lansing (a map is available on request):

1:30 p.m.      Minority Family Support to Improve Education Outcomes.

2:30 p.m.      Cross-Project Evaluation of Minority Family Support to Improve Education Outcomes.

Staff will discuss the DD Council's grantmaking process and review each RFP, the Council's intent in issuing it, requirements, and proposal forms and procedures. A question and answer session will follow each discussion. Bidders are not required to attend, but we strongly recommend that first-time bidders attend. The basic information and handout material can be requested from staff via telephone or e-mail request. However, we do not record bidders' conferences and cannot guarantee that all points raised by participants will be covered in any other presentation or format.

2. Further technical assistance is available by email, by telephone or in person at the Council office. On request, as time permits, staff will review drafts of workplans and budgets, consult on proposal focus and Council intent and advise on most aspects of proposal development. Contact staff at:

Cheryl Trommater, [trommater@michigan.gov](mailto:trommater@michigan.gov) or (517) 334-7023

## C. Calendar.

The schedule and deadlines for these RFPs are in the following table. Dates are for information only and may change for various reasons.

Calendar for RFP Package **2009.A**. Includes:

- 2009.A.1 *Minority Family Support to Improve Education Outcomes*; and
- 2009.A.2 *Cross-Project Evaluation of Minority Family Support to Improve Education Outcomes*

<u>November 5, 2008</u>	Bidders' Conference for both projects. (See III.B.1, above for specifics.)
<u>December 1, 2008</u>	Applicants for 2009.A.1 <i>Minority Family Support to Improve Education Outcomes</i> must notify their local RICC of their intent to submit a proposal.
<u>December 15, 2008</u>	Deadline for receipt of all proposals at the Council office by Noon.
Usually 30 - 60 days	Review and ranking of Proposals.
	Award decision. Contract development.
April 1, 2009	Estimated project start-up for winning proposals.
Within 30 - 60 days of startup	Grantee Orientation in Lansing to introduce the purpose and context of the Council's grants program; and to explain reporting, payment, financial requirements, monitoring and evaluation, program and budget revisions.

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## Section IV. Match Requirements

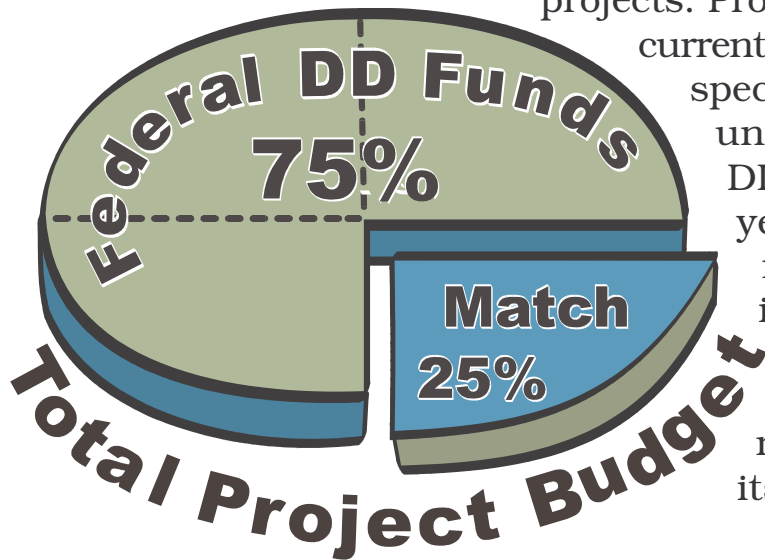
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### A. Funds from other federal programs.

Funds from other federal programs may provide part of the support for a project; but they may NOT be used to match federal DD funds.

### B. State-Level Projects.

The DD Council does not currently require match from state-level projects. Proposed Year 1 budgets for current state-level initiatives need not specify match. Bidders should understand, however, that the DD Council may, in the later years of multi-year projects, need to require all projects to identify match, depending on the Council's ability to continue to identify the required state-level match for its federal grant funds.



### C. Local Projects.

Most local projects may get up to 75% of project funding from federal DD funds. In that case, the project must provide 25% of the total project budget ( $\frac{1}{3}$  as much as the federal share) as match from non-Federal sources. This formula is for maximum funding. The Council encourages applicants to secure more than the required match in order to reduce the amount of federal funding needed.

#### Match Formula for Local Projects

75% DD Grant Funds

+ 25% Match Funds

= 100% Total Project Budget

## **D. Cash and In-Kind Match.**

Matching funds for all proposals may be in-kind or cash. In-kind match can include the cash value of local donated resources such as volunteer time, donated office space, use value of equipment, and other similar resources needed by the proposed grant project.

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# **Section V. Duration of Funding**

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## **A. DD Council grant projects vary in duration.**

Section II of the Request for Proposal package sets duration for each specific project or set of projects. Developmental Disabilities funds will not be available to support an activity beyond the period set.

## **B. Multi-Year Projects**

Where the project period is greater than one year, the Developmental Disabilities Council will contract for an initial funding period not exceeding one year. Renewal for later years depends on availability of funds and:

1. The project's success in achieving objectives of the funded period,
2. The agency's plan for the next funding period, and
3. Continued support of the goal, objective, and project by the Michigan Developmental Disabilities Council.